

## Response to Intervention in Primary Grade Reading **PROGRESS MONITORING & DIFFERENTIATION**

### Professional Development Lesson

Materials Needed	Materials: Parking Lot, pencil boxes, pencils, self-stick notes, highlighters, markers, chart paper, chips/markers for BINGO cards, and music of choice.
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Classroom Connections are items or activities that can be immediately implemented in classrooms and are noted by CC\*

This training module is based on the practice recommendations from Doing What Works for Response to Intervention in Primary Grade Reading and the Montana Office of Public Instruction. A summary of the research evidence for successful RtI reading implementation have been merged into four recommended practices: Universal Screening, Progress Monitoring and Differentiating, Systemic Skill Instruction, and RtI Implementation. This module will explore each of these practices through various multimedia and activities.

### Progress Monitoring and Differentiation

<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce the Recommended Practice	Use slides #1-2 to introduce the day's agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation "Progress Monitoring and Differentiating".	2 min.	All
Explore Visual Diagram	Use slide #3-4 and handout #1, RtI Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram.	3 min.	All
Link to research	Use slide #5 to link the module to research. Presenters may show a copy of the IES Guide <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i> .  Use slides #6-7 to share the module organization (practice summary, learn what works, see how it works, and do what	3 min.	All

	works)		
View Media: <i>Using Data to Differentiate Instruction</i> (6:37 min.) & Sticky Note Reflection Activity	Use slides #8-10, the media clip, and Handout #2 to reflect upon three key topics: differentiation, instructional strategies, and progress monitoring.	12 min.	All
Review: Key Concepts	Use slides #11-12 to review the key concepts for this practice recommendation.	2 min.	All
View media: <i>Tier 1 Instruction</i>	Use slides#13-14, the media clip, and partners to discuss elements of high-quality, evidence-based Tier 1 instruction.	11 min.	All
Share	Use slides #15-18 to reinforce ideas from the media clip.	5 min.	All
Discuss	Use slide #19 and have participants discuss current Tier 1 Instruction.	5 min.	All
Compare and Contrast, View media: <i>Progress Monitoring at Tier 2</i> (5:32 min.)	Use slides #20 22, media clip, and handout #3 to compare and contrast Tier 2 and Tier 3 instruction.	12 min.	All
Introduce “See How it Works”	Use slide 23-24 to introduce examples of schools engaging in differentiated instruction.	2 min.	All
View Media: <i>Managing Progress Monitoring in the Classroom</i> (5:07 min.)	Use slides #25-26, the media clip and handout #4 to share how a first grade classroom manages progress monitoring.	6 min.	All
View Media: <i>Differentiation Within the Kindergarten Core</i> (4:28 min.) and discuss evidence-based core programs	Use slide #27, the media clip, and handout #5 to guide discussions about core programs.	15 min.	All
View and discuss: <i>Managing Differentiation with Small Groups</i> (6:32 min.)	Use slide #28, media clip, and handout #6 to see how a 2 <sup>nd</sup> grade teacher differentiates daily instruction. Handout #6 provides a script for conducting a data team meeting; have participants review the protocol.	10 min.	All
Introduce a 2 <sup>nd</sup> school example: <i>Re-teaching in Small Group Interventions</i> (3:29 min.)	Use slides #29-31, handout #7, and media clip to introduce a second school example to reinforce differentiation. Participants will complete a cause and effect activity while viewing the media clip and discuss with partners.	15 min.	All
View and discuss: <i>Helping Teachers Use Progress Monitoring</i> (3:46 min.)	Use slide #32, the media clip, and handout #8 to discuss in small groups how the steps for monitoring and graphing progress at the school example compare to the current practices at the participants’ school.	20 min.	All

View and discuss: <i>Early Elementary Assessment: Phonemic Awareness</i> (8:45 min.)	Use slides #33-35, media clip, and the note taking activity to learn and share about phonemic awareness assessments.	15 min.	All
Introduce a 3 <sup>rd</sup> school example	Use slides #36-37 and handout #9 to share a bird's eye view of RtI in a school based on the "How to Do It" manual. Participants will review the handout to reflect and analyze the sample.	20 min.	All
Conclude "See How it Works"	Use slide #38 and handout #10 to conclude the "See How it Works" section of this recommended practice by reviewing the blueprint and discussing what can be used from it in their current school.	20 min.	All
Introduce "Do What Works"	Use slides#39-50 for specific implementation within this practice recommendation, Progress Monitoring and Differentiation. Each idea of "Do What Works" varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #51-52 to share research evidence for this practice recommendation.	4 min.	All